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ABSTRACT

Earlier research by the Concerns-Based Adoption Model Project at the Austin campus of the University of Texas has identified seven "Stages of Concern" that teachers and other front line users of classroom innovations could have. This study examines, first, whether principals have the same or similar stages of concern about their change facilitator role, and, second, if they have distinguishable concerns, how these concerns shift as the change process unfolds. A brief review of concerns theory is followed by a description of the measurement procedures and a summary of the study design. A series of five short case studies are presented, accompanied by summary charts, to illustrate how change facilitator "Stages of Concern" looked and shifted during the period of the study. The researchers found that, while change facilitators' concerns are different in content from those of teachers, the overall concerns dynamic seems to be the same. A discussion of implications and of possible next steps for research and practice concludes the paper. (Author/MLF)

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DESCRIBING THE CONCERNS PRINCIPALS HAVE ABOUT FACILITATING CHANGE

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Paper presented at the annual meeting of the
American Educational Research Association
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DESCRIBING THE CONCERNS PRINCIPALS HAVE ABOUT FACILITATING CHANGE[1,2]

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In recent years researchers, policy makers and practitioners have given increased attention to classroom level variables. They have come to realize that the ultimate unit for examining effectiveness and the adoption of curriculum changes in schools is the individual teacher. Also, increased priority has been given to understanding the improvement process as perceived by the classroom teacher.

The increased attention on understanding how classroom practice and change in classroom practice occurs at the individual teacher level has led to a rethinking of the roles and needs of other actors and agencies that have traditionally been seen as critical for successful school change. This rethinking has included looking anew at the role of the school principal, especially as their activities affect implementation and school effectiveness.

At the Texas R&D Center the staff of the Concerns-Based Adoption Model

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[1]Paper presented at the annual meeting of the American Educational Research Association, New York, March 1982.

[2]The research described herein was conducted under contract with the National Institute of Education. The opinions expressed are those of the authors and do not necessarily reflect the position or policy of the National Institute of Education. No endorsement by the National Institute of Education should be inferred.

[3]The authors wish to acknowledge the contributions and participation of their co-workers in this study: Shirley Hord, Leslie Huling, Teresa Griffin, Nova Washington, Marcia Goldstein, Sue Loucks, Terry Needham and Suzie Stiegelbauer. We also wish to acknowledge the valuable assistance that has been so willingly given by the principals and teachers who participated in the studies.

(CBAM) project have approached examination of the principal as an outgrowth of earlier studies of teachers who were implementing new programs. Rather than having started the research from the "top" and worked down from policy makers, to principals to teachers, the research with the CBAM began with the teacher and attempts to understand and describe what the improvement process was like for teachers as individuals. Now, with new understanding of how the individual teacher perceives and functions during the implementation of educational innovations, the research emphasis has shifted "up" to analyzing how the building principal affects what happens to teachers.

A part of this research has focused on identifying the "concerns" that principals have about being change facilitators in relation to implementation of classroom innovations. In the earlier research seven Stages of Concern (SoC) that teachers and other front line users of innovations could have were identified. Thus one research question for the new study became, do principals have the same or similar stages of concern about their change facilitator role? And if they do have distinguishable concerns, how do these concerns shift as a change process unfolds?

In this paper some of the initial findings from a study that was designed in part to answer these questions are described. In summary, there does appear to be a similar set of Stages of Concern for principals as change facilitators. Stages of Concern for change facilitators are different in content from the SoC of teachers, but the overall concerns dynamic seems to be the same. Before outlining the initial findings, a brief review of concerns theory is needed and is presented in the next section. Following this review the measurement procedures and the overall study design are summarized. Then a series of five short case studies are presented to illustrate how Change Facilitator Stages of Concern looked and shifted during the period of the

study. The paper concludes with a discussion of some implications and possible next steps for research and practice.

Concerns Theory

The concept of concerns as a way to represent different affective, motivational or personal states of adults emerged out of research that Frances Fuller and her colleagues began in the 1960's. This research focused on identifying and describing the "concerns" that teachers expressed at different points during their career. Based on analyses of teachers statements of concerns and reviews of the literature Fuller (1969) proposed that teachers concerns were career related. Fuller proposed that preservice teachers' concerns initially were unrelated to teaching, then as their field experiences began they would shift to having self oriented concerns about their role and capabilities to teach. Later on they would begin to have task concerns about the act of teaching and all that the job entails. Fuller observed that with experience teachers could have more intense impact concerns, concerns about the consequences of their actions in terms of what is needed for students and concerns about improving their own professional skills.

In the 1970's the concerns theory was proposed to be relatable to the expressions of enthusiasm, doubt and problems that were being observed in school teachers and college faculty who were involved in change (Hall, Wallace, & Dossett, 1973). Based on field experiences and the earlier Fuller work, seven different Stages of Concern about the Innovation were proposed. These Stages of Concern (SoC) became one of three key diagnostic dimensions of the Concerns-Based Adoption Model (CBAM).

In general the Stages of Concern About an Innovation paralliel the concerns phases that Fuller had identified. Early in a change effort, teachers and college faculty have more intense "self" concerns about the

innovation and potential consequences of its use. As implementation gets underway, their concerns tend to shift more to the "task" of using the innovation. Ultimately, if the innovation is appropriate and the necessary supports are available, various kinds of "impact" concerns can become most intense. The seven stage definitions are presented in Figure 1.

During the 1970's extensive research was done to verify the existence of the Stages of Concern and to develop procedures that could be used to assess them (Hall & Rutherford, 1976; Hall, George & Rutherford, 1979; Newlove & Hall, 1976). The overall outcomes from this work include three different assessment procedures, training workshops, and use of the concept in research and in designing concerns-based staff development experiences. The concept is also being used in planning for and facilitating change efforts by taking into account the concerns of front-line users and nonusers.

As this work was unfolding a related research question began to take shape. Do principals and other change facilitators have identifiable Stages of Concern? And, if so, how do these Stages of Concern compare to the Stages of Concern about the innovation that are found in front-line users and nonusers?

This question led to the initial development of a set of descriptions of concern that project staff had heard reported by principals and other change facilitators. Also, efforts were made to ask principals and others to write down their concerns or to share them as we worked with them in research, training and consultative situations. With further work and development a set of Change Facilitator Stages of Concern were identified. The Change Facilitator Stages of Concern (CFSoC) are listed in Figure 2.

In general the CF concerns are similar to the Stages of Concern for front-line users and nonusers, but there are some role related differences.

Figure 1

Definitions:

STAGES OF CONCERN ABOUT THE INNOVATION*

6 REFOCUSING: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

5 COLLABORATION: The focus is on coordination and cooperation with others regarding use of the innovation.

4 CONSEQUENCE: Attention focuses on impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

3 MANAGEMENT: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

2 PERSONAL: Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision-making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

1 INFORMATIONAL: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

0 AWARENESS: Little concern about or involvement with the innovation is indicated.

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*Original concept from Hall, G. E., Wallace, R. C., Jr., & Dossett, W. A. A developmental conceptualization of the adoption process within educational institutions. Austin: Research & Development Center for Teacher Education, The University of Texas, 1973.

Measurement described in Hall, G. E., George, A. A., & Rutherford, W. L. Measuring stages of concern about the innovation: A manual for use of the SoC Questionnaire. Austin: Research & Development Center for Teacher Education, The University of Texas, 1977.

Figure 2

Definitions:

Change Facilitator Stages of Concern

6 REFOCUSING: Ideas about alternatives to the innovation are a focus. Thoughts and opinions oriented toward increasing benefits to clients are based on substantive questions about the maximum effectiveness of the present innovative thrust. Thought is being given to alternative forms or possible replacement of the innovation.

5 COLLABORATION: Coordinating with other change facilitators and/or administrators to increase one's capacity in facilitating use of the innovation is the focus. Increased coordination and communication for increased effectiveness of the innovation are the focus. Issues related to involving other leaders in support of and facilitating use of the innovation for increased impact are indicated.

4 CONSEQUENCE: Attention is on improving one's own style of change facilitation and increasing positive innovation effects. Increasing the effectiveness of users and analyzing the effects on clients are the foci. Expanding his/her facility and style for facilitating change is also the focus.

3 MANAGEMENT: The time, logistics, available resources and energy involved in facilitating others in use of the innovation are the focus. Attention is on the "how to do its" of change facilitation and decreasing the difficulty of managing the change process.

2 PERSONAL: Uncertainty about one's ability and role in facilitating use of the innovation is indicated. Doubts about one's adequacy in being able to be an effective change facilitator and questions about institutional support and rewards for doing the job are included. Lack of confidence in oneself or in the support to be received from superiors, nonusers and users are a part of this stage.

1 INFORMATIONAL: There is interest in learning more about the innovation. The concern is not self-oriented or necessarily change facilitation oriented. The focus is on the need/desire to know more about the innovation in general, its characteristics, effects and requirements for use.

0 AWARENESS: Change facilitation in relation to the innovation is not an area of intense concern. The person's attention is focused elsewhere.

Concerns on Stage 1 Informational and Stage 6 Refocusing in the CFSoC are innovation specific, while the concerns being addressed on Stage 2 Personal, Stage 3 Management, Stage 4 Consequence and Stage 5 Collaboration have to do with their being a change facilitator. Change facilitators are not users of innovations in the same way that teachers are, their Consequence concerns for example focus on how they can improve their change facilitator skills while a teacher's Stage 4 concerns focus on how they can improve their effectivenss in using the innovation. Other than for the job related differences the concerns dynamic appears to be the same for both users and nonusers of innovations and change facilitators.

Recent work has led to the development of an instrument called the Change Facilitator Stages of Concern Questionnaire for systematically assessing change facilitator stages of concern (Rutherford, Hall, & George, 1982). The questionnaire, the CFSoCQ, has been used in one intensive year long study of nine principals of elementary schools as they were involved in facilitating the implementation of a curriculum innovation in their schools. The principals represented three different years of implementation (first, second and third), and came from three different school districts. The schools were involved in implementing a writing composition curriculum, unified mathematics or a revised science curriculum, respectively. It is data from this study that are used to illustrate the kinds of concerns that principals have about their change facilitator role in the next section of this paper.

Concerns of Change Facilitators, Five Case Studies

Presented here are the concerns profiles of five change facilitators that were a part of this research study. Three of the facilitators are school principals, two who serve in the same district implementing the same

innovation, and the other one is from a different district. The fourth profile is of an assistant principal. The fifth profile is from a school resource teacher who was not an administrator but who had key responsibility for facilitating implementation of the innovation in the school. In this section the profiles of these individuals will be presented and interpreted. Discussion of the collective profiles and the implications they have for change facilitators in general will be presented in the final section.

A few comments on the stage scores are in order before looking at the profiles. Except for Stage 0 the higher the precentile score the more intense the concern about that stage. The reverse is true for Stage 0. A high score on this stage indicates that the individual is occupied with things other than the innovation or for some reason the innovation is not a high priority with them. A low Stage 0 score means that facilitating the innovation is a high priority for the individual, to understand what their specific concerns are requires looking at the high and low scores on Stages 1-6.

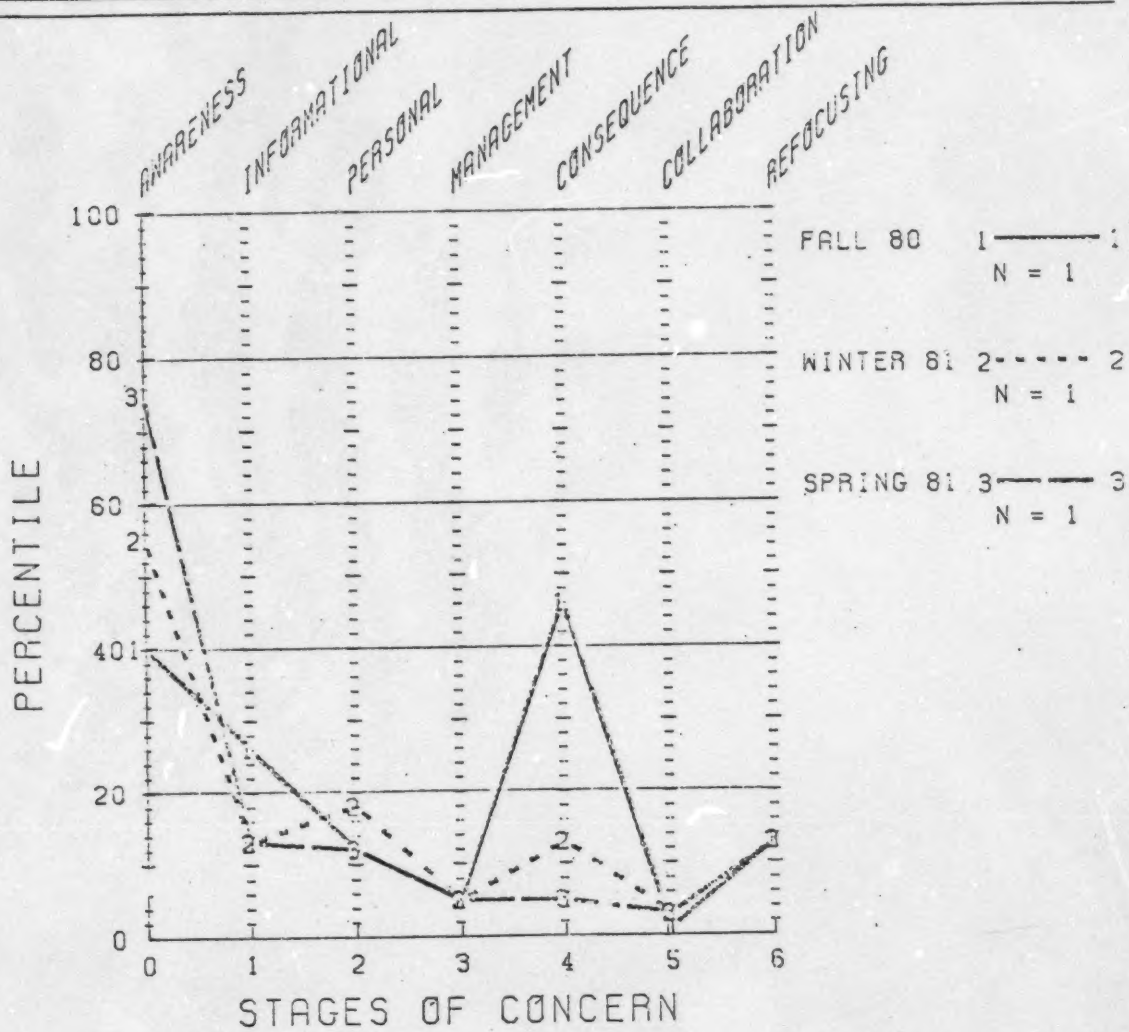
Before going on it should be noted that concerns should be viewed in a non-judgmental manner. That is, a particular profile is neither good nor bad it simply identifies an individual's concerns at a point in time and shows changes over time. The implications to be drawn from a profile must be based on knowledge of the individual and the situation in which he works.

Principal A's Profile

An important observation of the overall profile (see Figure 3) is that the intensity of the principal's concerns is rather low. Other than Stage 0 the scores on the other stages never rise above the 50th percentile and are mostly below the 20th percentile which is interpreted to mean that this principal was never highly concerned about facilitating use of this innovation. In the Fall, 1980 the 40th percentile score on Stage 0 indicates

Figure 3

CFSoCQ Profile for Principal A



the principals is giving some attention and priority to the innovation but over time this changed and by Spring 1981 the 79th percentile score on Stage 0 suggests that the principal is even less concerned about this innovation.

In the Fall, 1980 Principal A had some concerns about improving his facilitation skills (Stage 4, 46th percentile), but by Winter, 1981 this concern greatly decreased and remained that way through Spring, 1981. The high Stage 0 score (75th percentile) and very low score on other stages suggests that at the time Principal A had no real concerns about facilitating the innovation and had turned his[4] attention elsewhere.

Comments From Field Notes for Principal A

The innovation under study was being implemented district-wide and focused on a specific curriculum area. This was the first year of implementation. In this school achievement test scores in this curriculum area were very high compared with district or state norms. There is an assistant principal in the school. Also, district resource personnel were available to assume some responsibility for facilitating the implementation.

Profile A Interpretation

Although this principal did not view the innovation as being important or necessary in his school, he did attend to it at first. He also had some initial concern about how effective the program would be and how he might facilitate its use (Stage 4). However, after the Fall, 1980 his attention increasingly turned away from the innovation as he delegated responsibility for implementation to district resource personnel. The low intensity of his

[4]All subjects are referred to by the masculine gender to further ensure anonymity.

concerns on Stages 1-6 further reflects that facilitating implementation of this innovation continued to be a low priority.

Principal B's Profile

The profile (Figure 4) for this principal reflects an interesting change in concerns over time. In the Fall, 1980 he had other areas that were of high priority (high Stage 0 score) but by Spring 1981 he was giving somewhat more attention to it (lower Stage 0). Stage 6 scores indicate that initially (Fall 1980) he had concerns about the potential effectiveness of the innovation and had ideas about alternatives to it that would be better. By Winter 1981 these concerns had greatly diminished and he seemed much less concerned about the effectiveness of the new program.

Managing the time and logistics required to facilitate use of the innovation (Stage 3) was of some concern to this principal in the Fall, 1980, but this concern decreased significantly at each subsequent measurement time.

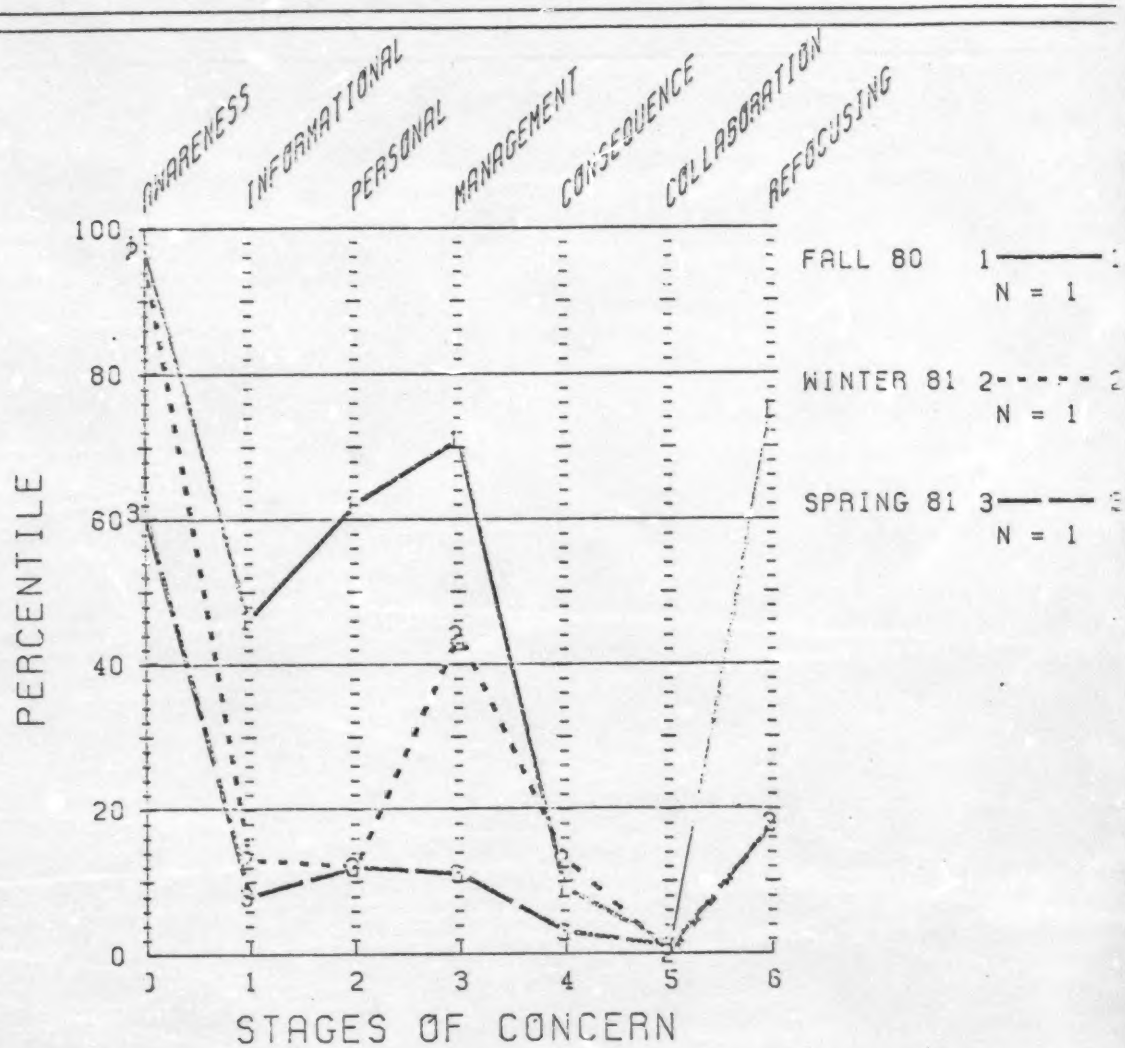
This profile depicts a principal who initially had much of his attention focused somewhere other than on the innovation but still had some concerns about facilitating its use. Over time the principal became more attentive to the innovation and much less concerned about the day to day logistics of facilitating innovation implementation.

Comments from Field Notes for Principal B

This principal was in the same district as Principal A and in the first year of implementation of the same innovation. As school began in Fall 1980 Principal B was devoting an enormous amount of time to working with some teachers that were newly assigned to the school. The principal felt the innovation was not very different from the present one and that it would not be particularly useful. Over time the principal began to feel the innovation did offer some benefits to the school, but there were other things going on in

Figure 4

CFSoCQ Profiles for Principal B



the school that were receiving more of the principal's time and effort. For example, each Spring much energy is devoted to preparation for the achievement tests that are administered annually. Also, in this school there are three other persons who share in the facilitation of the innovation. The principal was engaged with the innovation, but only as one of many things that he was doing. As the year unfolded he attended to the innovation and saw that it was taking less of his time and that of his teachers. Also, as the teachers and students reported success with the innovation he became increasingly more supportive of it.

Profile B Interpretation

At the time the innovation was introduced into his school, this principal was spending much time helping a small group of teachers who were new to his school. This involvement coupled with his feelings about the usefulness of the innovation directed his attention away from the innovation (high Stage 0). Nevertheless, his Stage 3 concerns in the Fall, 1980 suggest that he had not totally ignored the innovation for he was concerned about facilitating others in use of the innovation (Stage 3). Part of his management concerns seem to be about how he should facilitate use given his concerns about the effectiveness of the innovation in its present form (Stage 6). After the new teachers became adjusted to this school and as the principal began to feel the innovation had benefits for his school, his concerns about the innovation (Stage 6) decreased markedly and he became somewhat more attentive to it (decreasing Stage 0 score). The limited attention given to the innovation by the principal was due, in part, to the fact that others in the school shared in facilitating the implementation effort.

Principal C's Profile

This profile (Figure 5) is more consistent over the three measurement periods than the previous examples. Stage 0 and Stage 2 scores were high and remained high. The increase in the Stage 0 scores from the first to third measurement periods indicates that matters other than the innovation were receiving more attention from the principal. Even so, the high Stage 2 score reflects uncertainty about his role in facilitating the innovation. These personal concerns were apparently not resolved over the period of the study.

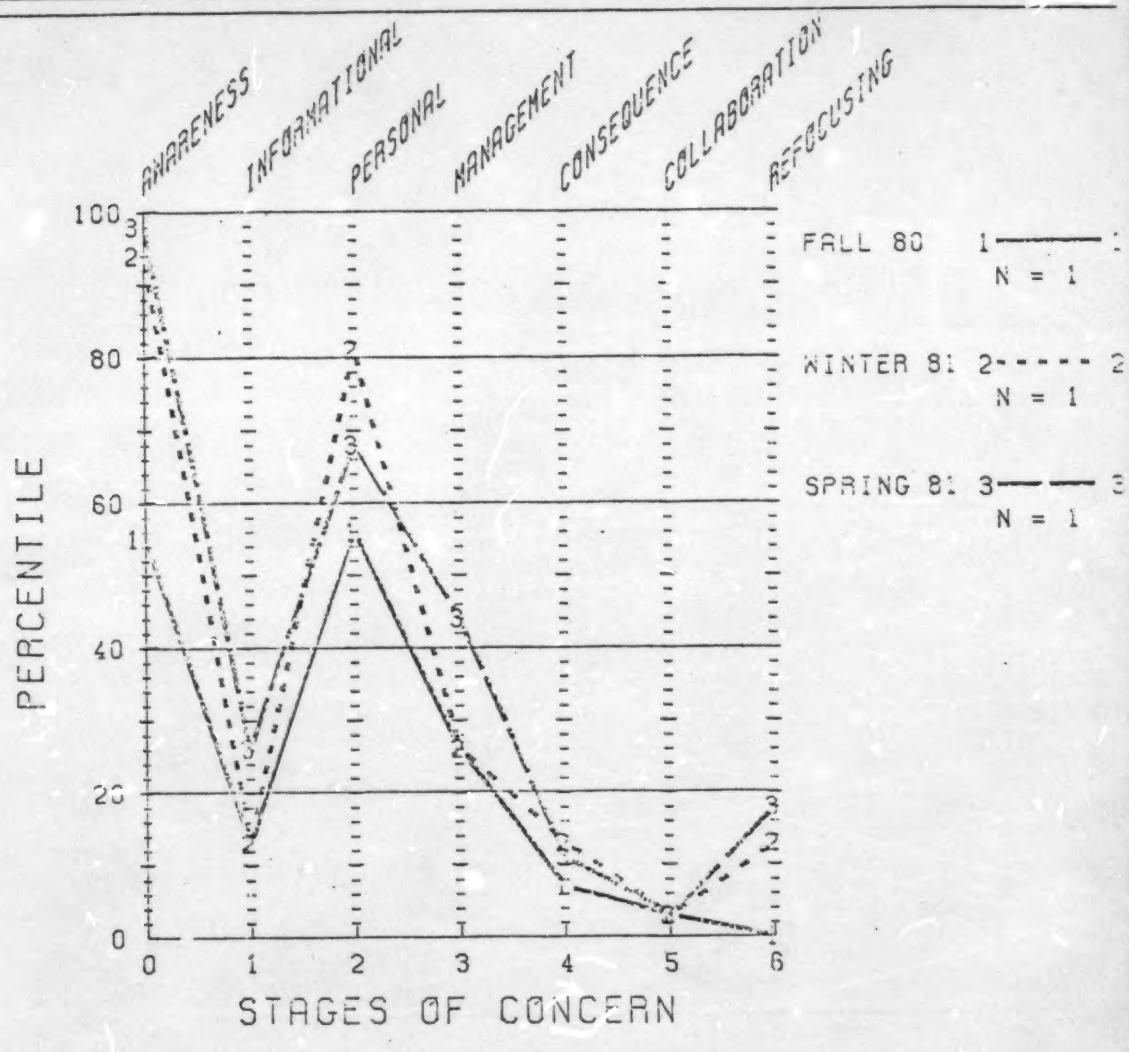
Apparently there was little concern about having more information about the innovation (Stage 1) or about changes in the innovation (Stage 6), since both of these stages were low. Consistently low scores on Stages 4 and 5 suggests that this principal was not concerned about improving his facilitating style or coordinating his activities with other facilitators at the time.

Comments from Field Notes

The innovation being implemented was in its third year in the school. There was no assistant principal in the school. The principal was very intent on being supportive of his teachers. He was also making an intentional and sincere effort (accompanied by a little pressure from the district) to become more of an instructional leader in his school. This innovation was seen as an opportunity to do this but he found it to be a personally demanding task since it did represent a change in his leadership behavior. By winter his plan for providing leadership for the innovation were not progressing as he hoped and he was concerned to the point of discussing the matter with a colleague. At the district level there were some very able personnel who worked in this and other schools to assist in facilitating the innovation as well as monitoring use by teachers.

Figure 5

CFSoCO Profiles for Principal C



Profile C Interpretation

Interpretation of this profile requires a recognition of the fact that facilitation of the innovation was entwined with the principal's effort to change his leadership behavior. With this in mind, interpretation of the profile is quite straight forward. The high Stage 0 scores reflect his focus on something other than the innovation (his leadership behavior) and the high personal concerns (Stage 2) indicate that he has some doubts about his adequacy in being able to facilitate use of the innovation effectively. These concerns are especially high in the Winter 1981, the point at which he recognized he was not facilitating innovation use as he had intended. Although personal concerns dropped some by Spring 1981 they were still quite high.

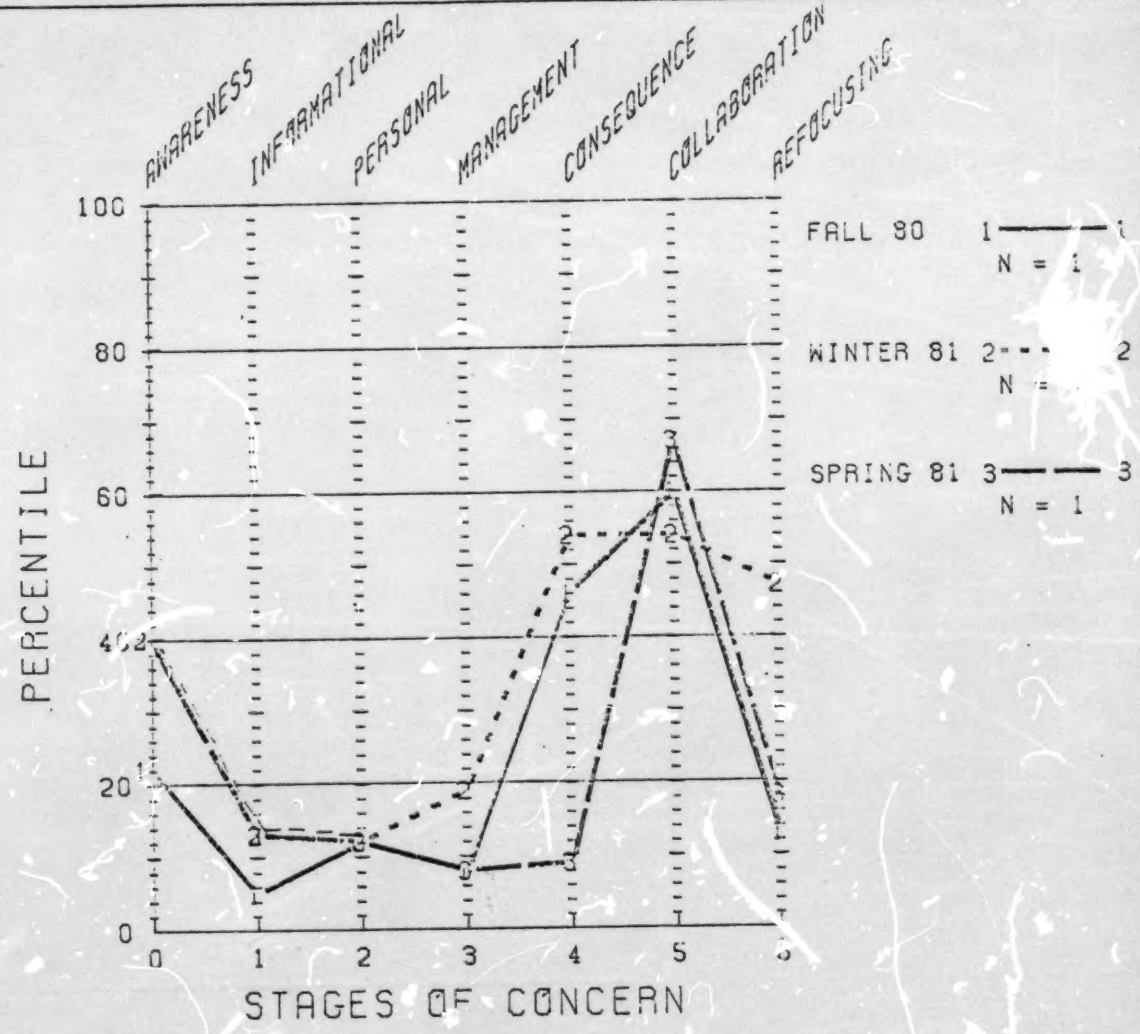
Assistant Principal D's Profile

This profile (Figure 6) represents a somewhat different pattern from those of the previous facilitators. In the first place the innovation is an important priority for this facilitator as seen by the relatively low Stage 0 scores. He has no need for more information about the innovation (Stage 1) nor is he concerned about his ability or role in facilitating the innovation (Stage 2). Neither is he having any concerns about the tasks involved in facilitating the day-to-day use of the innovation (Stage 3). This facilitator was clearly concerned about improving his facilitating style and increasing positive innovation effects (Stage 4). However by the spring of 1981, consequence concerns had diminished dramatically. This person maintained intense concerns about collaboration with other facilitators or administrators to increase effectiveness of the innovation (Stage 5) throughout the study.

In the Winter 1981 this facilitator's Stage 6 scores indicated he had some ideas for changing the innovation to improve its effectivness, the low

Figure 6

CFSoCQ Profiles for Assistant Principal D



scores on Stage 6 in the Spring suggest that this concern was resolved somehow.

Comments from Field Notes for Facilitator D

A basic curriculum innovation introduced into the entire district was the program being implemented. These measures were taken during the second year of the implementation effort. In this school the principal and assistant principal worked together closely and shared the responsibility and effort for facilitating the innovation. Both of them felt it was their obligation to see that the innovation was implemented since it was a part of a district wide curriculum improvement effort. To facilitate use of the innovation this facilitator worked regularly with individuals and small groups of teachers to help and encourage them in their use of the innovation. In addition, he encouraged and arranged for teachers to share with and help each other. By Spring 1981 (end of second year of implementation) he was feeling that most of the problems teachers had with use of the innovation had been resolved and it was now being used in a satisfactory manner by the teachers.

Profile D Interpretation

Facilitating use of the innovation was a high priority for this person and this is indicated in part by the low Stage 0 scores. The high Stage 5 concerns at all three measurement periods reflect his desire to collaborate with others (particularly the principal) and to have others collaborate so as to increase the effectiveness of the innovation. It is interesting to note how his concerns about increasing the effectiveness of his facilitating style and the effectiveness of users decrease sharply by the Spring 1981 when he feels the innovation is now being used satisfactorly.

Facilitator E's Profile

This is the profile (Figure 7) for a school resource teacher who had a facilitator role. An interesting feature of this profile is the change that takes place in the Winter profile in comparison to the other two. In the Fall 1980 the innovation was a major focus of attention for this facilitator (relatively low Stage 0). By Spring 1981 the facilitators Stage 0 show that matters other than the innovation have drawn some attention. Except for Stage 0 and Stage 5 scores the Fall 1980 and Spring 1981 profiles are very similar. His most intense concern (Stage 4) is with improvement of his style of facilitating use of the innovation and increasing its effectiveness but he feels confident about his ability to facilitate the program (Stage 2). In spite of his confidence the time logistics and energy required to facilitate use (Stage 3) is of considerable concern to this facilitator. Concerns about coordinating with other facilitators and administrators (Stage 5) were quite intense in the Fall 1980 but had dropped somewhat by Spring 1981. The low Stage 6 scores shows that throughout the research period the facilitator remained quite content with the innovation and had no concerns about changing it.

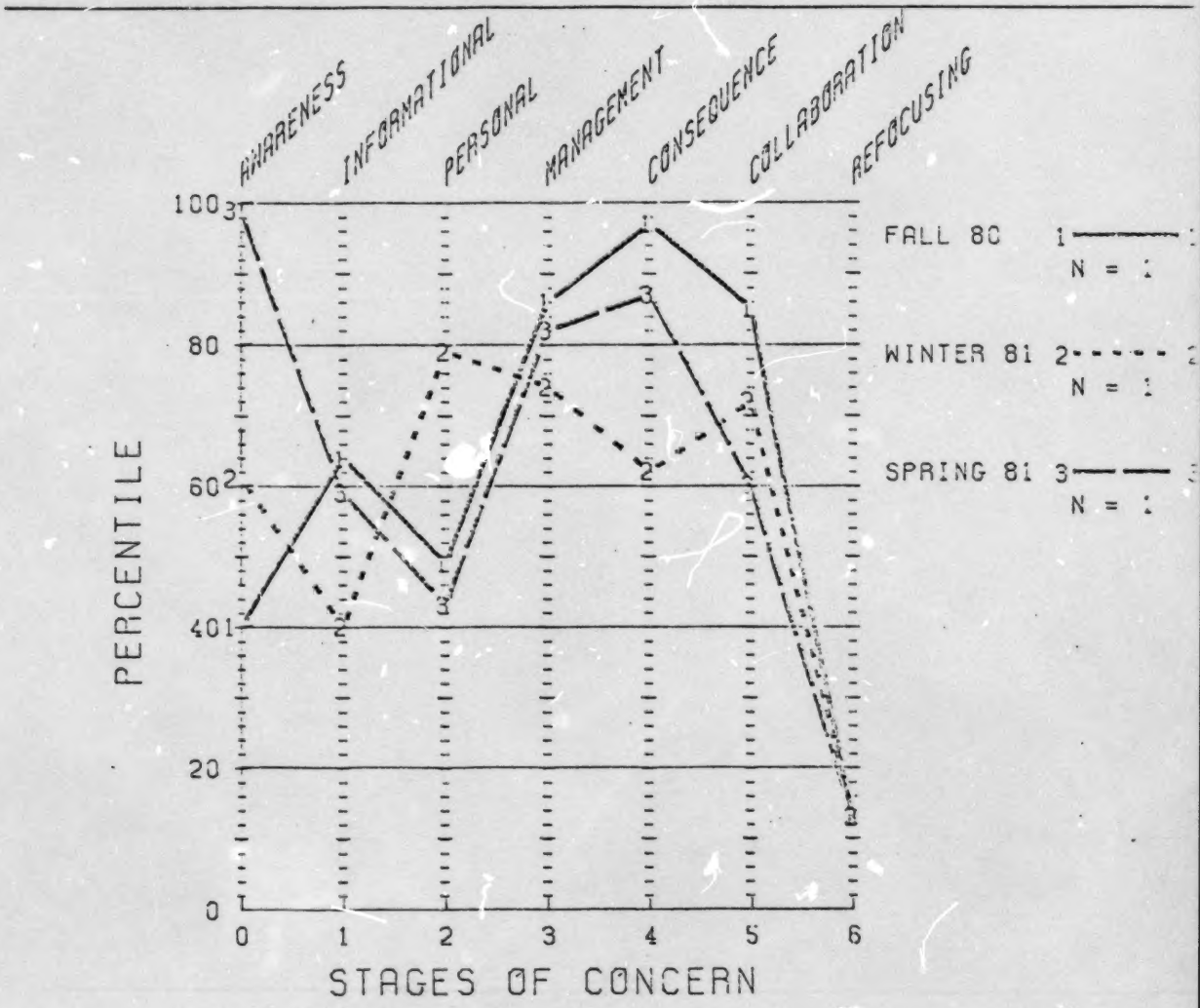
In the Winter of 1981 something apparently happend to significantly alter this facilitators concerns. Personal concerns (Stage 2) rose sharply with a sharp drop in Consequence concerns (Stage 4) and a noticeable drop in desire to have more information about the innovation (Stage 1).

Comments from Field Notes

This individual was an in-school resource person in Principal B's school. He had the day to day responsibility of working with teachers and facilitating what they were doing with the innovation. He had to coordinate his activities with the principal, another resource teacher and a lead teacher within the

Figure 7

CFSoCQ Profile for School Resource Teacher E



building. He was very effective in the role and was interested in improving his skills. Just before the Winter 1981 measurement was taken a major disagreement regarding use of the innovation occurred in this collaborative arrangement. This disagreement was resolved shortly after the measurement was taken.

Profile E Interpretation

These profiles illustrate the sensitivity of the CFSoCQ. Here is a facilitator who, in the Fall, 1980 had highest concerns about improving his own facilitation style and the effectivness of users (Stage 4) and who apparently felt certain about his ability to facilitate the innovation (Low Stage 2). However, in the Winter, 1981, shortly after the major disagreement regarding innovation use his personal concerns (Stage 2) elevated drastically and consequence concerns (Stage 4) dropped markedly. By Spring 1981, after this disagreement had been resolved, the facilitators concerns once again were highest on consequences. The relatively high management concerns (Stage 3) indicate he was somewhat concerned about the time and logistics of facilitating use. Some of this concern probably stemmed from the necessity of coordinating efforts with several other people.

Discussion and Implications

Beyond the description and interpretation of the individual profiles the profiles collectively offer some useful insights into the concerns of those who have responsibility for facilitating school improvement efforts.

First, the profiles show that principals and others do have concerns about their role as a facilitator and that these concerns can be identified through the use of the CFSoCQ. In forthcoming papers the relationship between

the facilitators concerns, their facilitating behaviors (or absence of behaviors) and the actual implementation of the innovation will be described.

While these individuals do have concerns about their facilitator roles, these concerns are neither uniform across facilitators nor consistent for an individual from one point in time to another. The five subjects all have very different profiles indicating they had very different concerns about facilitating innovation use in their school. Principals A and B and Facilitator E had noticeable changes in their individual concerns during the period of the study. The concerns of Principal C and Facilitator D were more consistent during the year but even they had changes that were evident and important.

Perhaps it is not surprising to find that school leaders do have concerns about facilitating changes and that these concerns shift from time to time, but it is important to note for it forces us to conclude that when working with school personnel to help them improve their facilitating skills, that assistance must be attentive to those concerns. Decision makers should not assume that principals can treat change as an event, it is a process for them, just as it is for their teachers.

The profiles for the assistant principal and in school resource person were included to make several points. First, any person in a school (or outside) who has responsibility for facilitating implementation of an innovation will have concerns about that role and those concerns will influence their facilitating behavior. The kinds of concerns a person has and the intensity of those concerns seem to bear no systematic relationship to the position the facilitator holds. Rather the concerns are related to the facilitator role. Finally, the concerns of any person serving as a facilitator can be easily and accurately measured with the CFSoCQ.

One purpose of the study from which these profiles were drawn was to compare the concerns of facilitators who were in his first, second or third year of implementation. Three of the subjects presented above were in the first year of implementation, one was in the second and one was in their third year. In our full Principal-Teacher Interaction Study an equal number of subjects was studied for each implementation year. From the profiles presented in these papers and those not included it is tentatively concluded that there is no relationship between the year of implementation and the concerns of the facilitator, at least for the first three years. If this finding is ultimately verified it has important implications for staff development of change facilitators and innovation implementation, two matters that are discussed below.

Concerns theory has some significant implications for staff development activities for change facilitators. This statement and the discussion that follows is based on the premise that good skills, developed through good training are necessary for good facilitators. A second premise is that effective training must consider the individual concerns of the facilitators.

The concerns a person has at any point in time relative to his role in facilitating school improvement will reflect the kinds of needs he has and will determine what kinds of assistance will be most helpful. To illustrate this point look again at the profiles for Principals A and B. They are both in the same district, at the same point in time relative to the implementation of the same innovation. Consider staff development activities that might have been provided for these principals in the Fall, 1980.

If the staff development activity or process was designed to address the concerns Principal B has about management (Stage 3) and innovation effectiveness (Stage 6) it would have only limited relevance, if any at all,

for Principal A who is concerned about improving his style of change facilitation. On the other hand, staff development provided in Spring 1981 for the two principals might be basically the same for they have very similar concerns at that point.

From the above example it is apparent that concerns information can assist in identifying the kinds of needs and information individuals have and it makes it possible to direct staff development assistance at those needs.

Beyond identifying similarities and differences in the concerns of individuals or groups, concerns information provides clear implications for assistance. For example, management concerns are described by the theory itself as concerns with time, logistics, resources and energy involved in facilitating the innovation. Thus, staff development assistance should focus on information and techniques that address specifically these issues.

Just as we believe that staff development is important to improving teacher performance so should we believe that staff development is important to improving the performance of facilitators. In fact, the two matters are very closely related for the performance of the facilitator will surely influence the performance of teachers as they attempt to use an innovation. Consider Profiles C and D. Based on the concerns those two facilitators have it would hardly be speculation to assume that they would interact differently with teachers and would influence teachers in a different manner. That influence would undoubtedly effect the way in which teachers use the innovation.

Presumably facilitators who are more engaged with the innovation (low Stage 0) and are concerned with consequences and collaboration (Stages 5 and 6) will have more succcess in facilitating use than would facilitators who have high personal (Stage 2) or management (Stage 3) concerns. Data analysis

currently underway on information collected in the Principal-Teacher Interaction Study will provide more precise and valid insights into the relationship between facilitator concerns and innovation use. We will report more on these findings in subsequent papers.

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